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ABSTRACT

Trends affecting U.S. colleges and universities are identified in 44 charts and statistical tables. Information is provided on demographic and economic trends, women and minorities, campus and institutional trends, enrollment, student majors, and student financial aid. Specific topics include: inflation, family income and savings, the supply of high school graduates, adult continuing education, the predicted teacher shortage, General Education Development testing, women chief executive officers, women faculty and tenure, women earning professional degrees and doctorates, college attendance of minorities and low-income students, enrollments at community/junior and technical colleges, private college enrollments, teacher education entry testing, faculty trends, college costs, voluntary support of higher education, federal funds for science and engineering research and development, college and business ties, the impact of national reports, foreign language college preparation, enrollment in career-oriented fields, enrollment of nontraditional students, number of career degrees, foreign student enrollments and attainment, low-income students and federal student aid, the purchasing power of Pell Grants, and loans to students. (SW)

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# HIGHER EDUCATION TODAY: Facts In Brief

Cecilia A. Ottinger,
Editor

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Herb Weitman/Washington University photo.



January 1987

# HIGHER EDUCATION TODAY: Facts In Brief

**Cecilia A. Ottinger, Editor**

January 1987

American Council on Education
Division of Policy Analysis and Research

# Foreword

*Higher Education Today: Facts in Brief* is a concise collection of forty-four charts and statistical profiles that depict the dynamic and changing nature of American colleges and universities. Trends affecting both students and colleges are highlighted, based on information available from a variety of government publications and other technical reports.

Most of the charts in this publication have been reprinted from the "Facts in Brief" feature that appears in *Higher Education and National Affairs*, the biweekly newsletter of the American Council on Education. Statistics have been updated whenever appropriate; regrettably, the best available information sometimes is not very recent.

Cecilia Ottinger, research associate, has ably prepared these materials and this special publication. We hope that this publication, and the continuing "Facts in Brief" feature in *Higher Education and National Affairs*, offer a convenient and informative resource for understanding key trends affecting higher education.

Elaine El-Khawas
Vice President for
Policy Analysis and Research

January 1987

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# DEMOGRAPHIC AND ECONOMIC TRENDS

## Small Inflation Increases Expected

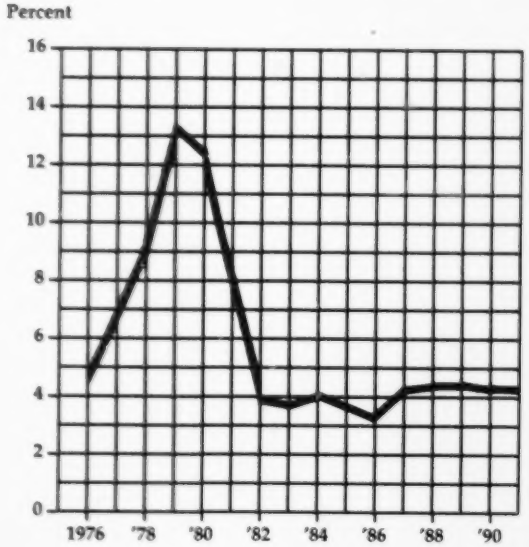
- The Consumer Price Index (CPI) measures the percent change in the rate of inflation. According to Congressional Budget Office (CBO) projections, the rate of inflation will increase in the next two years and then stabilize for the following years. Between 1986 and 1987, inflation is expected to increase from 3.4 percent to 4.2 percent.

- The largest increase in the CPI occurred in the late seventies and early eighties. The percentage increases in those years were: 13.3 percent in 1979, 12.4 percent in 1980, and 8.9 percent in 1981.

- By 1988, the CPI is projected to increase to 4.4 percent and remain stable until 1989; in 1990 inflation is expected to decrease to 4.3 percent and remain at that level through 1991.

- If these projections are accurate, colleges and universities can expect to pay 28 percent more for goods and services in 1991 than they did in 1986.

## Changes in the Consumer Price Index




**Sources:** Congressional Budget Office, "The Economic and Budget Outlook: Fiscal Years 1987-1991," and Council on Economic Advisers, "Economic Indicators," February 1986.

## Family Income Is Up Only Slightly

- Median family income increased 5 percent between 1984 and 1985, from $26,430 to $27,735; however, when adjusted for inflation, which went up 4 percent during this period, family income increased only 1 percent.

- The median income of families headed by college-educated adults was almost twice as much as the income of those with only a high school education ($43,187 versus $27,472).

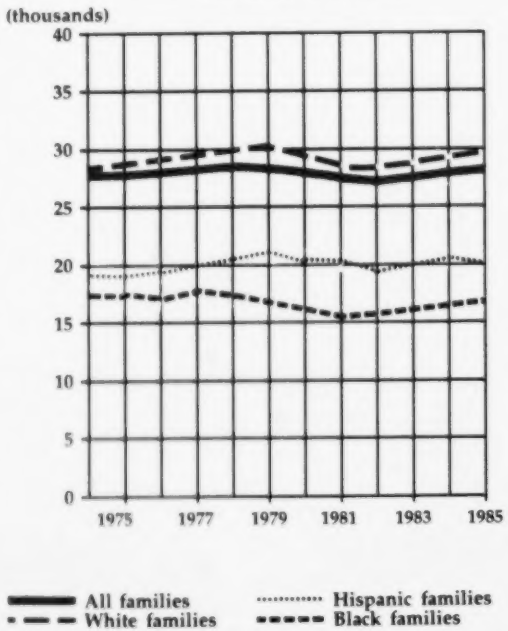
- Female-headed families had the lowest median family income in 1985 ($13,660), but between 1984 and 1985, this family group experienced a 3 percent increase in real income.

- Median income varied widely according to race. White families had a median income of $29,152; Hispanic families had a median income of $19,027; and black families had a median income of $16,786.

- Between 1980 and 1985, the median income of all families increased 32 percent, from $21,023 to $27,735; however, when adjusted for inflation, family income increased only 1 percent during this period.

**Source:** U.S. Census Bureau, *Money Income and Poverty Status of Families and Persons in the United States: 1985*, Series P-60, No. 154.

### Median Family Income, by Race (In 1985 Dollars)



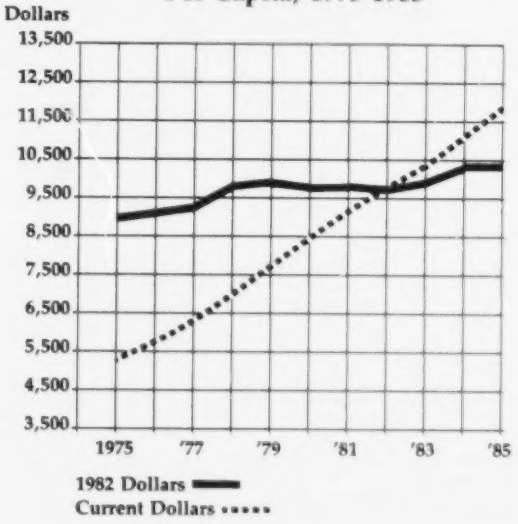
## Families Save 5 Percent of Income

Data on the disposable income and savings rates of individuals published by the U.S. Department of Commerce provides a useful perspective on the financial circumstances of Americans and their ability to finance college costs. Disposable income—the amount of money individuals have available after paying taxes—indicates how much money consumers actually have to spend or save.

- In 1985, per capita disposable income was $11,703, up 4 percent over the 1984 amount ($11,263). However, when adjusted for inflation, per capita disposable income increased by only 1 percent during that period.
- Savings as a percentage of disposable income is generally very modest; today individuals save less of their income than they did five and ten years ago. In 1985, savings represented 5 percent of disposable income. In 1980, 7 percent of a person's income went to savings, as did 9 percent in 1975.
- In 1985, savings amounted to about $585 per person.

**Source:** Department of Commerce, Bureau of Economic Analysis, 1986.

### Disposable Personal Income Per Capita, 1975-1985



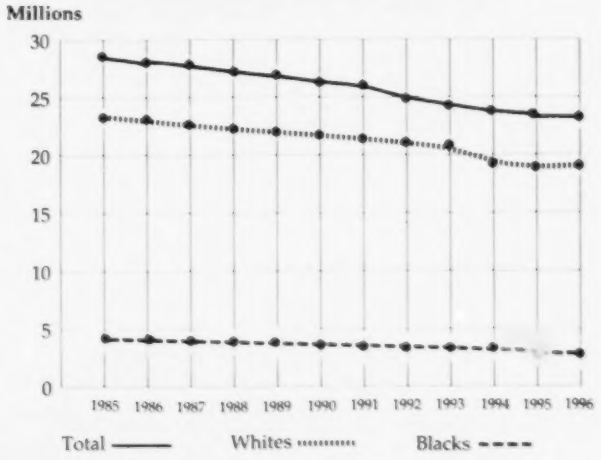
## College-Age Population is Declining

Over the next decade, the traditionally college-age population is expected to decline.

- Between 1986 and 1996 the number of 18- to 24-year-olds will decrease by 17 percent. The number of college-age whites is expected to decrease at a greater rate than blacks during this period (18 percent versus 14 percent).
- Between 1986 and 1991, the white college-age population is expected to decline by 2.2 million, while the black college-age population is expected to decrease by 0.3 million.
- In the next year, the 18- to 24-year-old population is expected to decline by 2 percent, from 27.8 million to 27.2 million.
- Between 1986 and 1988, the number of 18- to 24-year-olds will decline by 4 percent.

**Source:** U.S. Bureau of the Census, "Projections of the Population of the U.S. by Age, Sex and Race 1983 to 2000." Series P-25, No. 952.

## Projections of the 18- to 24-Year-Old Population



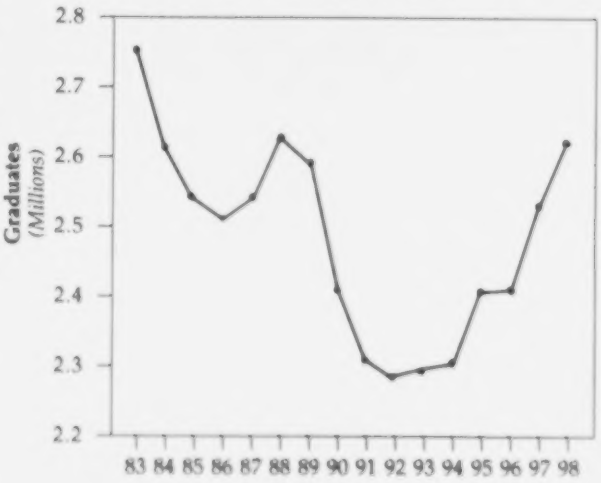
## The Supply of High School Graduates

Among demographic changes affecting college and university enrollments, a key indicator is the number of high school graduates. Recent projections show that year-to-year changes in graduates are smaller than the often cited figures on changes in the number of 18-year-olds. Important facts about the "supply" of new graduates include:

- The peak year, with 2,992,802 graduates, was 1979. The yearly total drops to a low of 2,288,063 projected graduates in 1992, a 24-percent decrease in all.
- The pattern of year-to-year change is not smooth. It includes increases in 1987 and 1988 (of 1.4 percent and 3.3 percent), then a decline through 1992, and gradual increases thereafter.
- Most year-to-year changes are small (1 to 3 percent). However, quite large yearly decreases are expected for:
  - 1984 (a 5.3 percent decrease)
  - 1990 (a 6.9 percent decrease)
  - 1991 (a 4.0 percent decrease).

Variations by state and region need to be considered, along with likely variations among major racial and ethnic groups.

**Projected Number of High School Graduates: 1983 to 1998**




**Source:** Data are abstracted with permission from "High School Graduates: Projections for the Fifty States," available from the Western Interstate Commission for Higher Education, Boulder, CO; $7, prepaid.

## More Adults Want Additional Schooling

In a recently released survey, "American Attitudes Toward Higher Education," it was found that:

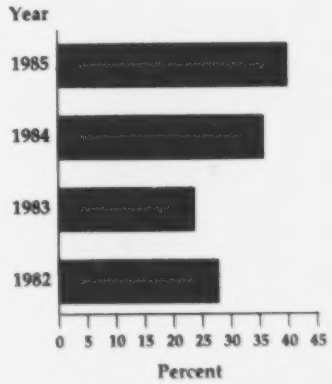
- More adult Americans than ever intend to complete additional schooling beyond high school. In 1985, 40 percent of Americans planned to continue their education, compared to 24 percent in 1983.

- Forty-four percent of Americans believe the overall quality of a college education is improving.

- Most Americans (77 percent) are convinced that college costs are climbing at such a rate that a college education will soon be out of reach for most people. Almost seven out of ten Americans indicated they would be able to afford college costs only with the help of a low-interest loan or grant.

- Today, Americans are less likely to favor federal aid to institutions with large percentages of low-income students than Americans were two years ago. In 1985, 37 percent of Americans favored such aid, compared to 50 percent in 1983.

**Percent of Americans Planning To Complete Additional Schooling**




**Source:** "American Attitudes Toward Higher Education," Opinion Research Corp., Princeton, NJ, 1985.

## More U.S. Adults are College Educated

- In 1984, 19 percent of U.S. adults 25 years and older had at least a baccalaureate degree, compared to 13 percent 10 years earlier.

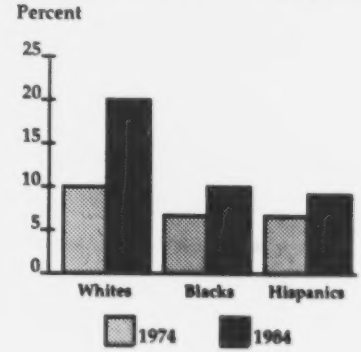
- In 1984, adult males were more likely to be college educated than were females (23 percent versus 16 percent). Ten years earlier, 17 percent of men had at least a baccalaureate degree compared to 10 percent of women.

- The proportion of the population with a college education, by race, in 1984 was: whites, 20 percent; blacks, 10 percent; and Hispanics, 8 percent. In 1974, 10 percent of whites were college educated, as were 6 percent of both blacks and Hispanics.

- More than a quarter of the population (27 percent) between the ages of 30 and 34 had earned at least a bachelor's degree as of 1984.

- In 1984, 73 percent of all U.S. adults had earned a high school diploma. The percentage of blacks with a high school diploma increased significantly between 1974 and 1984, from 41 percent to 59 percent. The percentage of Hispanics with four years of high school or more also increased during that period, from 37 percent to 47 percent.

### Adults with College Degrees




**Source:** Bureau of Census, "Population Profile of the United States, 1983/84," and unpublished data. Based on adults 25 years and older.

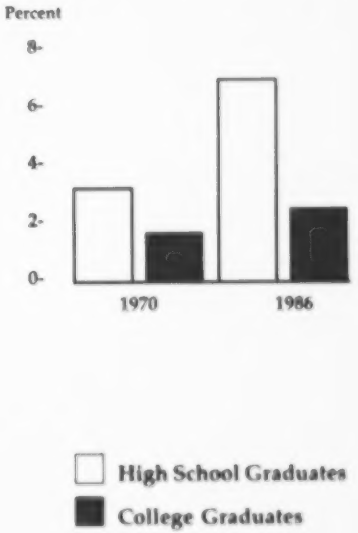
## Educational Attainment and the Labor Market

Overall, college graduates appear to have a competitive advantage in the labor market. Data from the Bureau of Labor Statistics on adults between 25 and 64 years old offer the following comparisons for 1986:

- Eighty-eight percent of college graduates are currently in the labor market compared to 76 percent of high school graduates.
  - —In 1976, the labor force participation rate was 85 percent for college graduates and 71 percent for high school graduates.
- High school graduates are more likely to be unemployed than college graduates.
  - —Currently, the unemployment rate is 6.9 for high school graduates and 2.3 percent for college graduates.
- Between 1970 and 1986, the unemployment rate for college graduates increased from 1.3 percent to 2.3 percent.
  - —High school graduates experienced a significantly greater increase in unemployment rates during this period, from 2.9 percent to 6.9 percent.
- In 1986, 69 percent of college graduates in the labor market held positions in managerial and professional occupations (e.g., engineers, lawyers). In comparison, only 13 percent of high school graduates were employed in these occupations.

**Source:** Bureau of Labor Statistics, 1986 unpublished data.

### Unemployment Rates by Level of Education 1970 and 1986

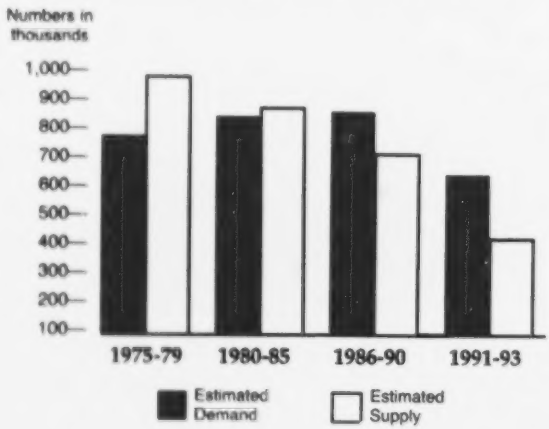


## Educators Expect a Teacher Shortage

During the mid 1980s to the early 1990s, the supply of new teachers is expected to decline considerably. A shortage of teachers is imminent.

- Between 1986 and 1990, the estimated demand for elementary and secondary teachers will outweigh the supply. During this period, educators expect a shortage of 172,000 new teacher graduates.
- The greatest demand for new teachers will be at the elementary level. Between 1985 and 1990, the need for new elementary school teachers is expected to increase by 42 percent. Although the demand for secondary teachers is expected to decrease by 16 percent, there are already shortages in certain fields, such as mathematics, physics, chemistry, computer programming, and data processing.
  - —However, this trend will reverse itself between 1990 and 1993. The demand for elementary teachers is expected to decline by 9 percent during this period; while the demand for secondary teachers is projected to increase 30 percent.
- One factor contributing to the expected shortage is the decline in the proportion of education degrees awarded. In 1973, 20 percent of all bachelor's degrees awarded were in the field of education; by 1983, the proportion had declined to 10 percent.

### Estimated Supply and Estimated Demand for Teacher Graduates

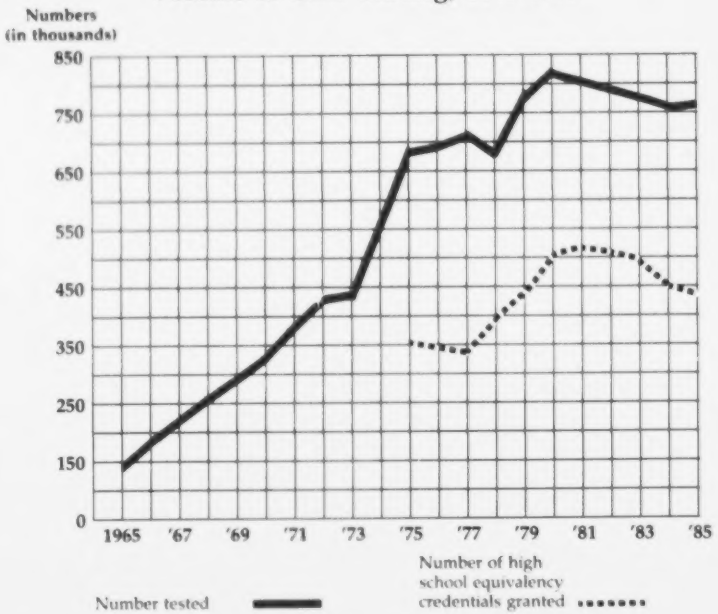



**Source:** National Center for Education Statistics, *The Condition of Education*, 1985 edition, p. 144.

## GED Testing Up Slightly in 1985

- In 1985, 711,134 individuals took the General Education Development (GED) tests; this represents a slight increase over 1984, in which 707,076 people took the high school equivalency exams.
- Seventy-two percent of the 1985 examinees qualified for a high school equivalency credential, on the basis of their GED results.
- More than half of those who took the exam indicated that they were planning to continue their education.
- In 1985, the average age of the examinees was 25.8 years. Nearly one-third were 19 years or younger, 41 percent were 20-29 years, 17 percent were 30-39 years, and 10 percent were 40 years or older.
- In 1985, the six states that tested the largest number of examinees were: New York—89,022; Texas—58,341; California—444,222; Florida—36,421; Illinois—29,019; and Michigan—25,336.
- Since 1971, nearly six million adults have obtained a high school equivalency degree through the GED testing program.

## Volume of GED Testing, 1965-1985




*Source:* "1985 GED Statistical Report," American Council on Education. Copies of the report are available for $3.50 prepaid from the GED Testing Service, One Dupont Circle, Suite 20, Washington, DC 20036-1193.

# STATUS OF WOMEN AND MINORITIES

## Women Chief Executive Officers: 1975 to 1984

Today 286 colleges and universities have a woman as chief executive officer. This represents about 9 percent of all institutions, up from 5 percent in 1975, when 148 women held such positions.

Sixty-four percent of women presidents/chancellors head private institutions. This includes:

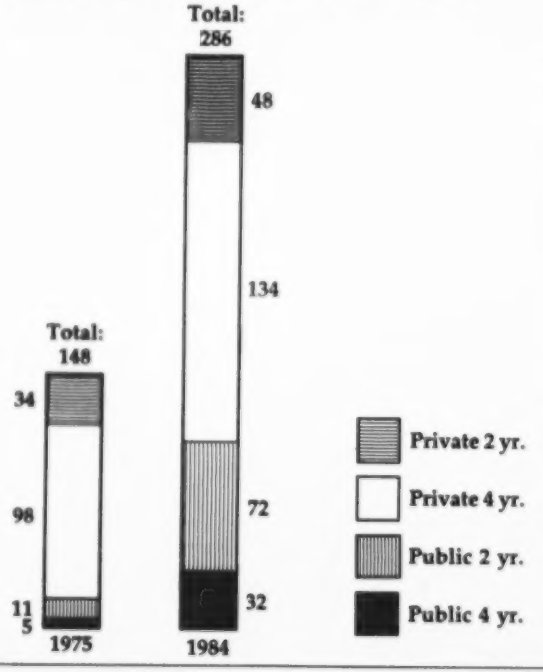
- 134 women at four-year private institutions (up from 98 in 1975); and
- 48 women at two-year private institutions (up from 34 in 1975).

Appointments in the public sector have increased significantly since 1975. Totals today include:

- 32 women at four-year public institutions (up from 5 in 1975); and
- 72 women at two-year public institutions (up from 11 in 1975).

**Source:** American Council on Education, Office of Women in Higher Education, 1985.

**Women Chief Executive Officers in U.S. Colleges and Universities, 1975 and 1984**

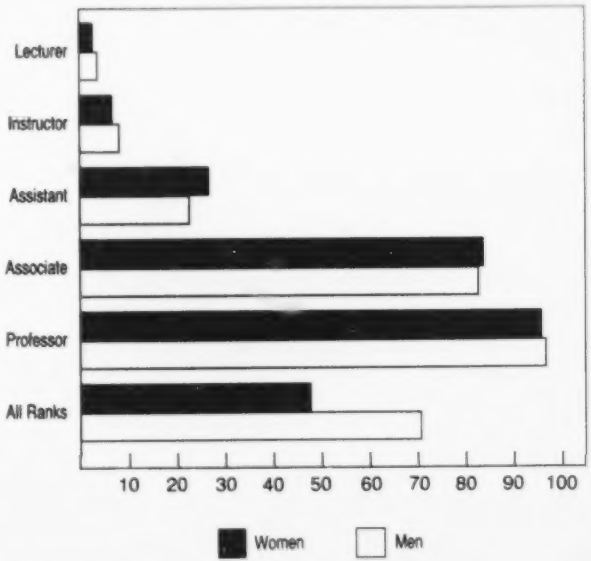


## Women Are Making Progress in Tenure Status

Women faculty seem to be making progress in their tenure status at certain ranks.

- Women professors were just as likely to be tenured as their male counterparts in 1984-85 (95 percent versus 96 percent, respectively).
- In 1984-85, women assistant professors were more likely to be tenured than men of this rank (28 percent versus 23 percent, respectively).
- Overall, full-time women faculty continue to be less likely to hold tenure than their male counterparts. This is because men are disproportionately in the upper ranks of faculty, while women are overrepresented in the lower ranks. In 1984-85, 49 percent of women faculty were tenured, compared to 71 percent of men.
- A larger proportion of women faculty at public institutions (52 percent) hold tenure than their counterparts at private and church-related institutions (40 percent and 41 percent, respectively).
- In 1984-85, women at specialized institutions were less likely to be tenured than men (37 percent versus 61 percent, respectively).
- During the last five years, the percentage of women with tenure at two-year institutions increased. In 1979-80, 55 percent of women at two-year institutions were tenured, compared to 60 percent in 1984-85.

## Percentage of Faculty with Tenure at All Institutions by Academic Rank and Sex, 1984-85

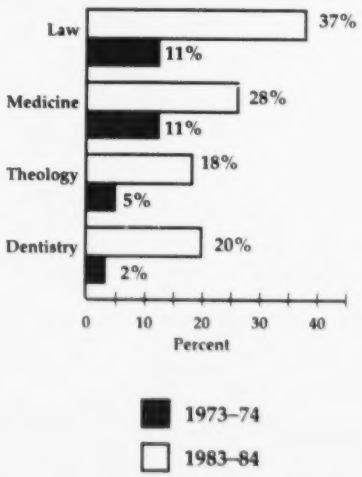



**Source:** American Association of University Professors, "Annual Report on the Economic Status of the Profession, 1984-85," *Academe*, March-April 1985.

## Increasing Numbers of Women Are Earning Professional Degrees

- Between 1973-74 and 1983-84, the number of first professional degrees awarded increased 39 percent from 53,816 in 1973-74 to 74,900 in 1983-84.
- During the decade 1973-74 to 1983-84, the number of first professional degrees awarded to women increased from 5,286 to 23,256.
  - —From 1978-79 to 1983-84, the number of first professional degrees awarded to women increased 44 percent (from 16,196 to 23,256).
- In the last decade, women made significant gains in all professional fields. For example, the proportion of law degrees awarded to women increased from 11 percent to 37 percent.
- In 1983-84, 59 percent of all first professional degrees earned by women were in the field of law.
- The number of first professional degrees awarded to women in 1983-84, by field of study, were:
  - —Law 13,695
  - —Medicine 4,527
  - —Theology 1,205
  - —Dentistry 1,086
  - —Veterinary Medicine 960 and
  - —Other 1,783

## Percent of First Professional Degrees Awarded To Women

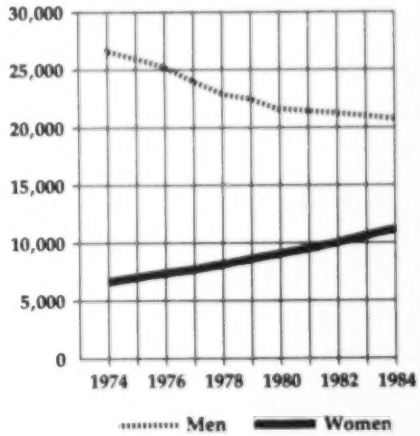



**Source:** American Council on Education, Division of Policy Analysis & Research, special analysis of the Center for Education Statistics Earned Degree data.

## Women Are Earning More Doctorates

- Women have increased their share of doctorate degrees awarded. During the decade 1974 to 1984, the number of women receiving doctorates increased 65 percent, from 6,453 to 10,660; During the same period the number of men receiving doctorates declined 23 percent, from 26,594 to 20,593.
- Women represented 34 percent of doctorate recipients in 1984 and 29 percent in 1979.
- Most of the doctorates awarded to women in 1984 were in the field of education (32 percent). Another 23 percent earned doctorates in the social sciences, 17 percent earned doctorates in the life sciences, 15 percent in the humanities, and 13 percent in the physical sciences, engineering, and professional fields.
- Between 1979 and 1984, the number of doctorates awarded to women in the social sciences increased 21 percent, while the degrees awarded to men in these fields declined 12 percent.
- The number of doctorates awarded to women in the field of education increased 78 percent between 1974 and 1984, while the doctorates awarded to men in this field declined 37 percent. However, between 1983 and 1984, the number of doctorates awarded to women in education declined by 4 percent.
- Slightly more than half (51 percent) of all the doctorates awarded to men in 1984 were in the sciences—physical or life sciences or engineering. About 24 percent of doctorates awarded to women were in the sciences.
- Between 1983 and 1984, there was a 23 percent increase in engineering doctorates awarded to women; however, women earned only 5 percent of all doctorates awarded in this field.

### Doctorates Awarded, 1974 to 1984

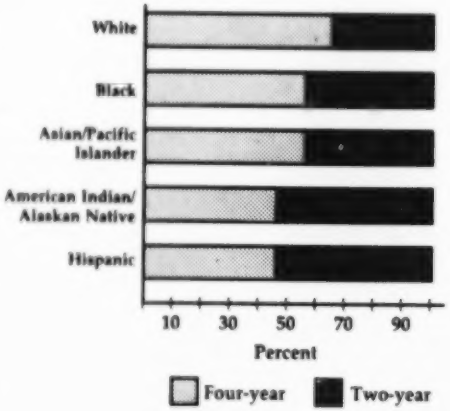



**Source:** National Research Council, "Summary Report, Doctorate Recipients from United States Universities," selected years.

## Asian Enrollment Rises, While Black Enrollment Declines

- Overall, minority enrollment in higher education increased 6 percent between 1980 and 1984, because of increases in Hispanic and Asian enrollments. During this period Hispanic enrollment increased by 12 percent and Asian/Pacific Islander enrollments increased 34 percent. Both blacks and American Indians/Alaskan Natives experienced declines (3 percent and 1 percent, respectively).
- Blacks are losing ground at almost all levels of higher education. Between 1980 and 1984, black undergraduate enrollment declined by 4 percent, while black enrollment at the graduate level fell by 12 percent.
- Although black enrollments declined nationally by 3 percent between 1980 and 1984, some states managed to increase black enrollments during that period, including Arizona, Georgia, Kansas, Minnesota, Oklahoma, and Texas.
- During the period between 1980 and 1984, Asian/Pacific Islanders made gains at all levels of higher education. For example, the number of Asian/Pacific Islanders enrolled at the first professional level increased from 6,124 in 1980 to 9,240 in 1984.
- During the period between 1980 and 1985, law school enrollments for all minority groups increased significantly. Increases for minority groups include: Asians, 31 percent; Hispanics, 22 percent; American Indians, 12 percent; and blacks, 10 percent.
- More than half of all Hispanics enrolled in higher education attended two-year institutions (54 percent).
- In 1984, minorities represented 15 percent of all four-year students and 21 percent of all two-year students.

### Percent of Students Enrolled by Institutional Type and Ethnicity, 1984



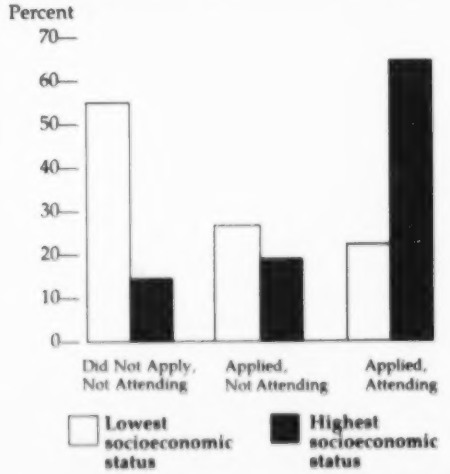

**Source:** Data are abstracted from the "Fifth Annual Status Report on Minorities in Higher Education," available from ACE Office of Minority Concerns, One Dupont Circle, Washington, DC 20036; $6 per copy, prepaid only.

## College Attendance Patterns of Minorities and Low-Income Students

The decision to attend college continues to be influenced by a student's socioeconomic circumstances. Findings from a recent American Council on Education report that describes in college-going experience of 1980 high school seniors show that.

- Slightly more than half of high school seniors in 1980 who did not go on to college had the lowest socioeconomic status of those studied.
- Almost half of the whites with low socioeconomic status never attended college.
- A significant proportion of black 1980 seniors (31 percent) applied to college but were not attending two years later. The overall figure for all 1980 seniors who applied but were not attending two years later was 23 percent.
- Overall, 40 percent of 1980 seniors enrolled in college and were still in attendance two years later.
- The least represented groups among college students were Mexican-Americans and low income whites; among these groups, 23 percent and 25 percent, respectively, were attending college two years later.

### College Application and Attendance Patterns of 1980 High School Seniors by Socioeconomic Status




**Source:** Valerie Lee, *Access To Higher Education: The Experiences of Blacks, Hispanics and Low Socio-Economic Status Whites*, Division of Policy Analysis and Research, American Council on Education.

## Minorities are Earning Fewer Degrees

- In academic year 1982-83, 980,679 bachelor's degrees were awarded; 11 percent were earned by minorities.
- Between 1980-81 and 1982-83 the number of bachelor's degrees awarded to all minorities declined by 5 percent, from 116,046 to 110,375.
  - —This decline in bachelor's degrees was true for all minorities, with the exception of Asians who increased their share of bachelors degrees by 11 percent during this period.
- Minorities earned 10 percent of all master's degrees in 1982-83, down from 12 percent in 1980-81.
- The number of master's degrees earned by non-resident aliens increased between 1981 and 1983 by 6 percent.
- In 1982-83, the largest proportion of master's degrees earned by minorities (38 percent) was in the field of education; however, between 1981 and 1983, the percentage of minorities earning degrees in this field declined by 9 percent.
- Between 1980-81 and 1982-83, the number of minorities earning master's degrees in the field of business and management increased.
  - —In 1981, minorities earned 5,185 master's degrees in this field, compared to 5,504 in 1983.
- Relatively few degrees at all levels were awarded to American Indians in comparison to other racial/ethnic groups.

## Degrees Awarded by Race and Ethnicity, 1982-83

| | Black | Hispanic |
|---|---|---|
| Bachelor's | 57,129 | 28,929 |
| Master's | 15,112 | 6,948 |
| Doctorate | 1,095 | 575 |

| | American Indian | Asians |
|---|---|---|
| Bachelor's | 3,361 | 20,956 |
| Master's | 919 | 5,452 |
| Doctorate | 119 | 803 |

**Source:** Department of Education, Office of Civil Rights (OCR), Washington, D.C. 1986 unpublished data.

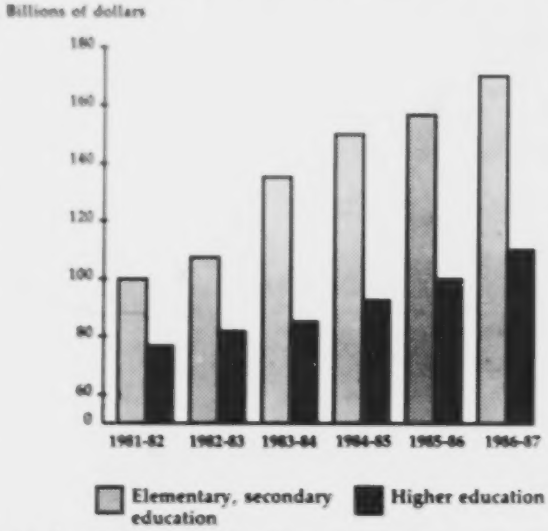
# CAMPUS AND INSTITUTIONAL TRENDS

## Higher Education as an U.S. Industry

Higher education not only contributes to the intellectual welfare of the United States, but is also a major industry.

- In 1985-86, there was a total of 3,388 institutions of higher education in the U.S. and outlying areas. Of those institutions, 48 percent were in the independent sector, 45 percent were in the public sector and 7 percent were proprietary degree granting institutions.
- Total 1986-87 expenditures for colleges and universities are expected to reach $108.8 billion. This represents a 40 percent increase over 1981-82. In constant dollars, this represents an increase of 21 percent. In comparison, the total expenditures for elementary and secondary education in 1986-87 is expected to be $170.0 billion.
- Projections are that higher education expenditures will represent 2.6 percent of the Gross National Product (GNP) in 1986-87.
- Total voluntary support to higher education was estimated to be $6.3 billion in 1984-85. This was a 13 percent increase over the previous year.
- For the fall of 1986, total enrollment was projected to be 12.2 million in the United States.
- In the fall of 1985, colleges and universities employed 2 million persons.

## Education Expenditures, Academic Years 1981-82 through 1986-87

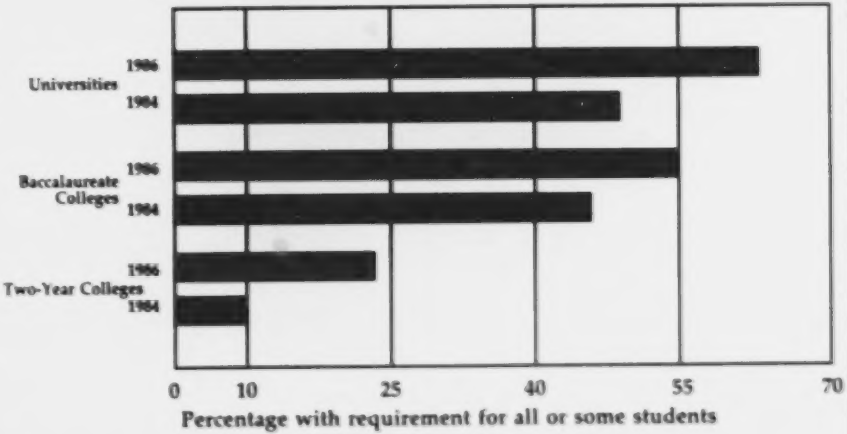



**Sources:** Center for Education Statistics unpublished data. Data for 1985-86 and 1986-87 are estimates. Council for Financial Aid to Education, *Voluntary Support of Education, 1984-85.*

## Campus Trends 1986

- A variety of assessment or effectiveness measures are currently in use. Twenty-three percent of colleges now have tests of college-level skills. Seventeen percent administer comprehensive exams in the major. Almost half of colleges (44 percent) test student attainment in writing.
- In 1985-86, 86 percent of colleges and universities were currently reviewing or had recently completed a review of their curricula.
- In the last two years, many colleges have increased their language requirements.
  - —In 1984, 3 in 10 institutions had a language requirement for completion of an under-graduate degree. In 1986, 42 percent had such a requirement.
- The majority of four-year institutions offer undergraduate opportunities for study abroad, but relatively few have arrangements for overseas experience for faculty.
- Between 1984-85 and 1985-86, 39 percent of all institutions reported an increase in part-time students.
  - —Forty-one percent of community colleges had an increase in part-time enrollment, as did 39 percent of baccalaureate colleges.
- In 1985-86, 34 percent of institutions reported a net gain in full-time faculty.
- Most colleges hired new faculty during 1985-86, and were almost as likely to hire faculty in term or contract positions as in tenure-track positions.

### Foreign Language Requirements for Completion of an Undergraduate Degree




**Source:** Elaine El-Khawas, "Campus Trends 1986." Copies available from the Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, DC 20036-1193. $5 for members and $8 for nonmembers, prepaid.

## Community, Junior, and Technical Colleges Show Growth

- The number of community colleges has grown considerably in the last 30 years. Between 1955 and 1985, the number of two-year institutions doubled.

- As of fall 1985, there were 1,222 community colleges; 87 percent were public institutions and 13 percent were independent.

- There were 4.7 million students enrolled for credit at community colleges in the fall of 1985, compared to 4.8 million the previous academic year.

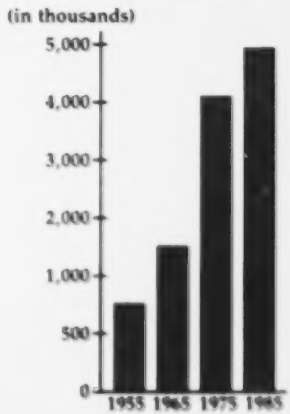
- In 1984-85, 4.8 million students were enrolled in noncredit courses at two-year institutions.

- Women made up more than half of the enrollment for credit (54 percent) in 1985.

- In 1984-85, more than half of all first-time freshmen (1.2 million) attended two-year colleges.

- With the exception of nonresident aliens, minorities were more likely to attend two-year colleges than any other institutional type. In 1984, 54 percent of all Hispanics enrolled in higher education attended two-year institutions. Of Native Americans enrolled in higher education, 55 percent attended community colleges; the percentage for Asians and blacks was 43 percent.

### Enrollment in Community Colleges




**Sources:** American Association of Community and Junior Colleges, *Community, Technical and Junior Colleges: A Statistical Analysis*, Directory, No. 3; Center for Education Statistics, unpublished data, 1986.

## Most Independent Campuses Enroll 1,000 or Fewer Students

- In academic year 1984-85, there were 1,640 independent institutions in the United States and outlying areas; this represents 49 percent of all institutions in that year.

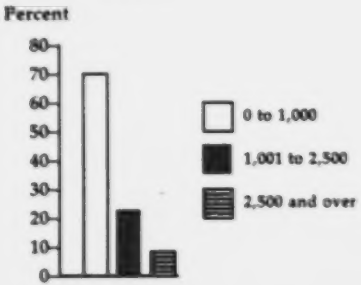
- Between 1983 and 1984, enrollment at independent institutions remained stable at 2.7 million.

- In 1984-85, 1.9 million students were enrolled full-time at independent institutions; 801,188 were enrolled part-time.

- In academic year 1984-85, the overwhelming majority (70 percent) of independent institutions had enrollments of 1,000 students or less.

- Most students attending independent institutions in 1984-85 did so in the Mid East region (30 percent). The distribution of enrollment in other regions were: Great Lakes, 15 percent; New England, 14 percent; Southeast, 14 percent; Pacific States, 10 percent; Plains, 7 percent; Southwest, 4 percent; Mountain States, 2 percent; and outlying areas, 3 percent.

## Distribution of Independent Colleges by Enrollment Size, 1984-85




**Source:** American Council on Education, Division of Policy Analysis and Research, special analysis of the Center for Education Statistics 1984 HEGIS enrollment data tapes.

## More Teacher Ed Programs Require Entry Testing

Following are some findings of the recently released Higher Education Panel (HEP) report, "Recent Changes in Teacher Education Programs":

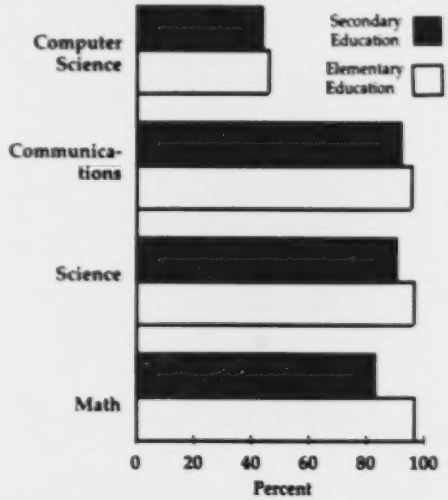
- More institutions are requiring standardized tests for entry into teacher education programs. In 1984–85, almost half (49 percent) of elementary education programs required such tests, compared to 24 percent who did so in 1980–81.

- Only one-fifth of institutions with schools, colleges, and departments of education accepted freshmen directly into their undergraduate teacher education programs. Independent institutions tended to accept freshmen into these programs more so than did their public counterparts (25 percent versus 15 percent).

- The number of teacher education programs with exit testing has increased. Since 1980, two in five programs have instituted exit testing.

- More teacher education programs require students to take courses in mathematics, science, and communications. For example, in 1984–85, 98 percent of all institutions required students in elementary education programs to take mathematics courses. Forty-five percent of the secondary education programs required teacher candidates to take courses in computer science, as did 47 percent of elementary education programs.

## Courses Required for Teacher Education Programs in Selected Subjects, 1984-1985

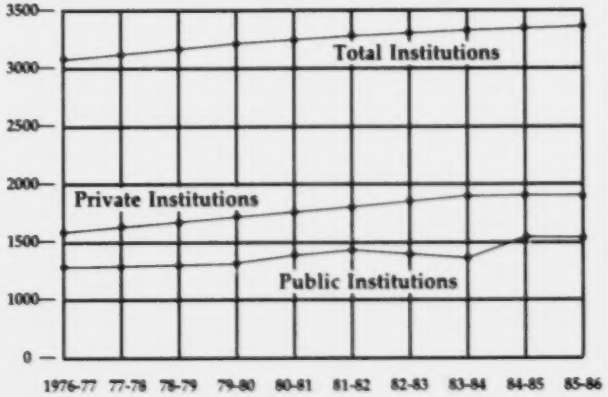



Source: Engin Holmstrom, "Recent Changes in Teacher Education Programs," Higher Education Panel Report 67, November 1985. Copies of the report are available from the Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036. Cite HEP Report 67.

## Profile on Institutions of Higher Education

- In academic year 1985-86, there were a total of 3,388 institutions of higher education in the U.S. and outlying areas.
  - —Of those 1,517 were public institutions (45 percent), 1,646 were independent (48 percent), and 225 were proprietary institutions (7 percent).
- Between 1984-85 and 1985-86, the number of institutions increased slightly.
  - —Proprietary institutions increased 3 percent during this period.
- In 1985-86, there were 577 public four-year colleges and universities and 940 public two-year institutions.
  - —In the independent sector there were 1,451 four-year institutions and 195 two-year colleges.
  - —There were 30 four-year and 195 two-year degree granting institutions in the proprietary sector in 1985-86.

### Number of Institutions of Higher Education in the U.S. Academic Years 1976-77 through 1985-86




**Sources:** American Council on Education, Division of Policy Analysis and Research, special analysis of HEGIS enrollment data, 1986; National Center for Education Statistics, *Education Directory: Colleges and Universities, 1983-84*.

## Faculty Trends on Campus

In 1984, about two-thirds of all institutions sponsored faculty development programs. Public and independent institutions were equally likely to sponsor these programs (66 percent and 67 percent, respectively).

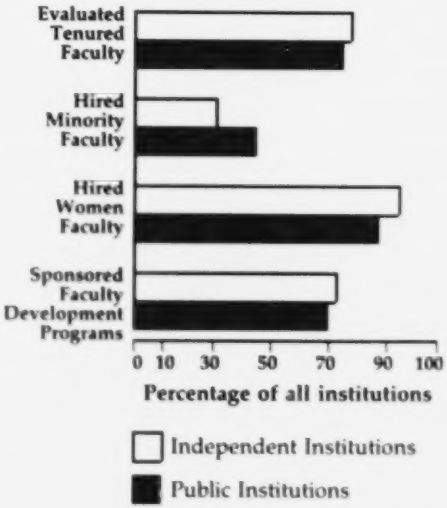
- Overall, 35 percent of institutions reported that their full-time faculty took early retirement in 1983-84. A greater proportion of public institutions (42 percent) indicated that some full-time faculty members retired early; 28 percent of their independent counterparts retired early.

- Universities were significantly more likely to report full-time faculty taking early retirement (68 percent) than either baccalaureate or two-year institutions (27 percent and 26 percent, respectively).

- As of 1984, over 80 percent of all institutions evaluated their faculty periodically. Most institutions (68 percent) conducted their evaluations yearly. This was particularly true at independent two-year institutions; 93 percent of them conducted annual evaluations of tenured faculty.

- Between 1982-83 and 1983-84, 34 percent of colleges and universities indicated a net gain in faculty positions. Twenty-two percent of all institutions reported a net loss of faculty positions.

## Faculty Programs, 1983-84




Source: Elaine El-Khawas, *Campus Trends, 1984* and unpublished data tabulations, American Council on Education.

## College Costs Increase in 1986-87

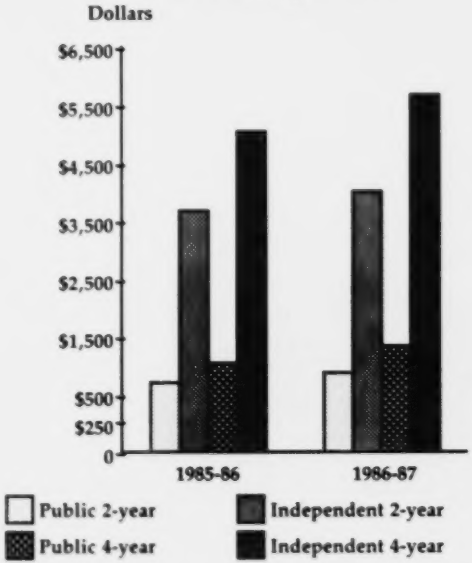
- In the past year, the average cost of tuition and fees at public four-year institutions increased from $1,267 in 1985-86 to $1,337 in 1986-87. The average cost of tuition and fees at independent colleges and universities increased from $5,353 to $5,793 in the last year. Students at two-year public institutions can expect to pay 4 percent more for tuition and fees, which increased from $635 to $663; at two-year independent institutions tuition and fees increased 8 percent, from $3,625 to $3,910.

- The average for total expenses—including tuition and fees, room and board, transportation, books, supplies, and personal items—ranges from $5,604 to $10,199 for resident students.

- Total expenses for a resident student attending a public four-year institution in 1986-87 is expected to be $5,604, including $1,337 for tuition and fees, $2,623 for room and board, and $1,644 for books, transportation, and personal expenses.

- For resident students at independent four-year institutions, the average total expenses are expected to be $10,199, including $5,793 for tuition and fees; $2,899 for room and board; and $1,507 for books, supplies, transportation, and personal items.

## Average Tuition and Fees for Undergraduates



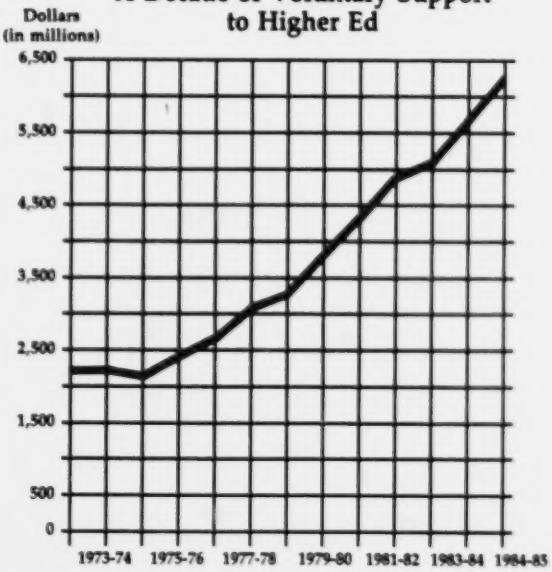

**Source:** College Scholarship Service, *The College Cost Book, 1986-87.*

## Voluntary Support to Higher Education Increases

- Between 1983-84 and 1984-85, total voluntary support to higher education increased from $5.6 billion to $6.3 billion.
- In 1983-84, business corporations donated $1.6 billion to higher education; foundations donated $1.2 billion.
- Donations made by alumni to higher education tripled during the decade between 1974-75 and 1984-85, from $486 million to $1.5 billion.
- Religious denominations accounted for only 3 percent of total voluntary support in 1984-85. Between 1983-84 and 1984-85, donations from religious organizations increased 9 percent.
- During the five years between 1979-80 and 1984-85, total voluntary support increased 14 percent when adjusted for the Higher Education Price Index (HEPI).
- Sixty percent of all voluntary support was for current operations in 1984-85.

**Source:** Council for Financial Aid to Education, "Voluntary Support of Education," 1984–85 and other editions.

## A Decade of Voluntary Support to Higher Ed

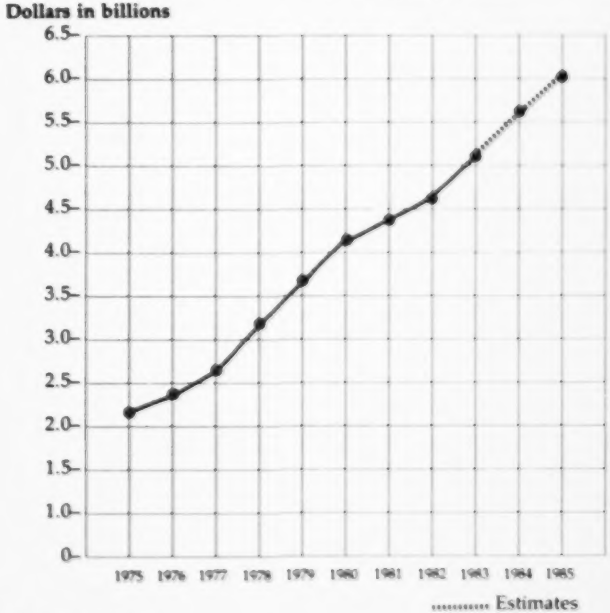


## Federal Funds Are Increasing for Science and Engineering Research and Development

Over the last 10 years, federal allocations to higher education institutions for research and development have increased in science and engineering areas.

- In fiscal year 1984, federal funding to colleges and universities for academic science and engineering research is estimated to be $5.6 billion; this is a 12 percent increase over the previous fiscal year.
- Federal funds for fellowships, traineeships, and training grants for science and engineering students have also increased over the last few years. Between fiscal years 1980 and 1983, these funds increased by 11 percent.
- While funds have increased in science and engineering, funds for nonscience and engineering have declined. Between fiscal years 1976 and 1983, federal allocations declined from $2.4 billion to $1.7 billion.

## Federal Funds to Colleges and Universities for Academic Science and Engineering Research and Development

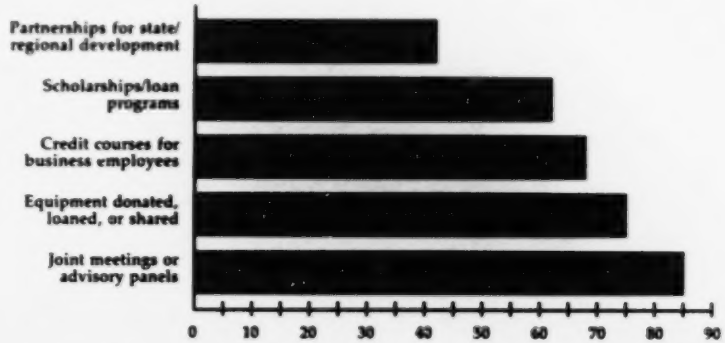



**Source:** National Science Foundation, 1985 *Science and Technology Data Book*.

## Majority of Institutions Have Formal Ties with Business

- In 1985, the majority of the nation's colleges and universities had formal links with the corporate community. Eighty-five percent of these institutions have joint meetings or advisory panels that include corporate officials.
- Close to half of the institutions reported participation in partnerships with business to foster state or regional economic development. About 4 in 10 institutions reported that they were active in partnerships with the business community to help the high schools in their area.
- Close to half of the nation's higher education institutions (46 percent) have at some time completed an analysis of the economic impact of their institution on their state or community. Of universities, more than half (57 percent) had conducted economic impact studies compared to 45 percent of two-year institutions and 37 percent of baccalaureate colleges.

**Ties with Business/Industry For All Institutions, 1985**




*Source:* "Campus Trends, 1985," Elaine El-Khawas. For copies, send a check payable to the American Council on Education to: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, DC 20036-1193. The price is $5 for members and $8 for nonmembers.

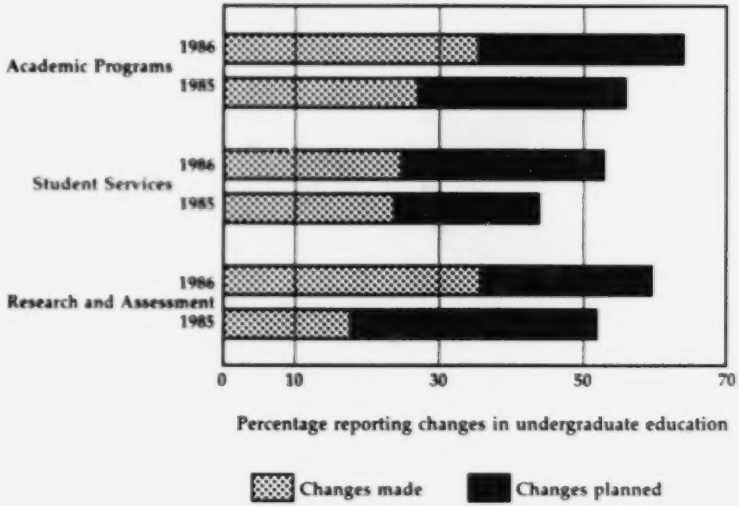
# National Reports Are Having an Impact on Campuses

- According to the recently released annual survey, "Campus Trends 1986," the national education "reform" reports are having an impact on academic programs in the nation's colleges and universities.

- A majority of institutions (61 percent) have discussed the reports in faculty meetings. Seventy-two percent of baccalaureate colleges had these discussions, as did 67 percent of universities and 52 percent of two-year institutions.

- Colleges and universities are also introducing various changes in the academic programs and practices in response to the reports. About 6 in 10 colleges have changed or plan to change their academic programs. Fifty-eight percent of institutions indicated that they changed or planned to change their research and assessment procedures in response to the reports; 52 percent of colleges changed or planned to change procedures in student services.

- Two-year colleges were more likely to make changes in their academic programs (41 percent) than universities (33 percent) or baccalaureate colleges (29 percent).



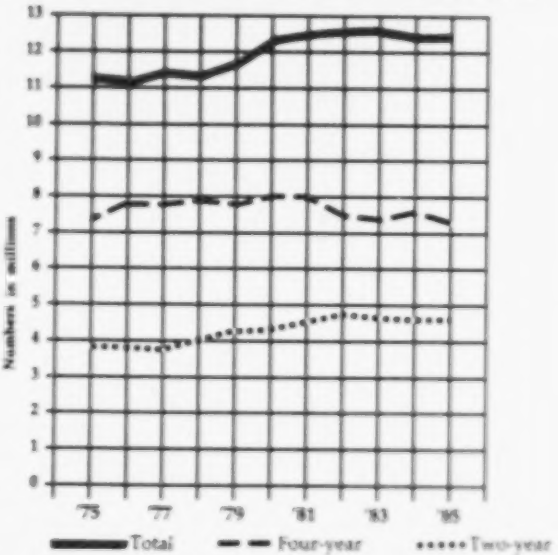

**Source:** Elaine El-Khawas, "Campus Trends 1986." For copies, send a check payable to the American Council on Education to: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, DC 20036-1193. The price is $5 for members and $8 for nonmembers.

# STUDENTS

## Enrollment Held Steady in 1985

- Between 1984-85 and 1985-86, college enrollment held steady at 12.4 million. Enrollment at public institutions stood at 9.5 million, independent institutions had an enrollment of 2.7 million, and proprietary institutions enrolled 201,645 students.
- More than half of all students in 1985-86 attended college full-time (58 percent); 42 percent attended part-time. Between 1984 and 1985, full-time enrollment remained stable while part-time enrollment increased slightly.
- In the last academic year, two-year enrollment remained stable after a 4 percent decline between 1983 and 1984.
- In 1985-86, two-year institutions enrolled 4.6 million students, while four-year colleges enrolled 7.8 million.
  - —In 1980-81, two-year institutions enrolled 4.5 million and four-year institutions enrolled 7.9 million.
- Nationally, the number of 18- to 24-year-old high school graduates has declined steadily since 1980. Between 1980 and 1986, this group decreased by 4 percent.
- According to the Department of Education projections, enrollment is expected to remain steady until 1989, at which time it is expected to decline.

## Enrollment in U.S. Institutions, 1975-1985



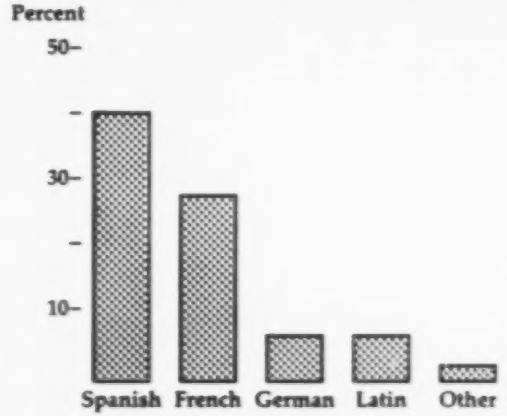

**Source:** Department of Education, Center for Education Statistics, "Fall Enrollment in Colleges and Universities," selected years, and American Council on Education, Division of Policy Analysis and Research, special analysis of the 1985 HEGIS survey.

## Foreign Language Courses Taken by College Preparatory Students

Recent tabulations from the High School and Beyond Survey show the patterns of foreign language coursework taken in high school by the senior class of 1982. Findings, for students who took academic (or college preparatory) courses, include:

- Most (72 percent) had taken at least one foreign language course, but only one-third had taken two foreign language courses.
- On average, academic students received a grade of B— for foreign language coursework.
- Spanish was the most popular language taken by academic students (40 percent).
  - —French was the second most popular language taken (27 percent).
  - —The percentage taking other languages included:
    German (7 percent)
    Latin (7 percent)
    Other languages (2 percent)

## Percentage of 1982 High School Seniors Who Took a Foreign Language Course



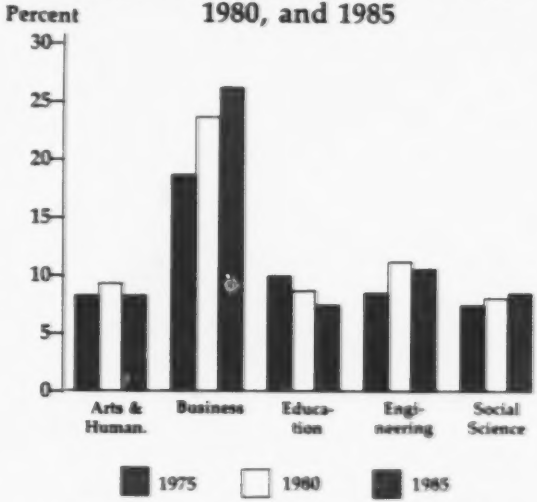

**Source:** National Center for Education Statistics, High School and Beyond tabulations and bulletin, "Foreign Language Education in American High Schools," July 1984. Data are based on students who took academic (or college preparatory) courses.

## Most Freshmen Choose Career-Oriented Majors

In the last few years there has been very little change in the majors of freshmen. Most of today's freshmen plan to major in career-oriented fields that are in high demand in the labor market. However, in the last year there has been a slight increase in the proportion of freshmen planning to major in the social sciences.

- Slightly more than one-quarter (27 percent) of 1985 freshmen planned to major in business compared to 19 percent in 1975. However, in the last year there was very little change in this field; 26 percent of freshmen planned to major in business in 1984.
- Freshmen in 1985 were just as likely to plan majors in the social sciences as their counterparts were five years ago; 8 percent of today's freshmen planned to major in the social sciences, as did 7 percent in 1980.
- Freshmen of today are less likely to major in education than their counterparts were a decade ago; in 1985, 7 percent of entering freshmen planned to major in education compared to 10 percent in 1974.
- Eleven percent of entering freshmen planned to major in engineering compared to 12 percent five years ago.
- Thirteen percent of 1985 freshmen showed an interest in professional fields such as medicine, pharmacy, and nursing. In 1984, 14 percent of freshmen planned to major in these fields.

## Planned Freshman Majors 1975, 1980, and 1985



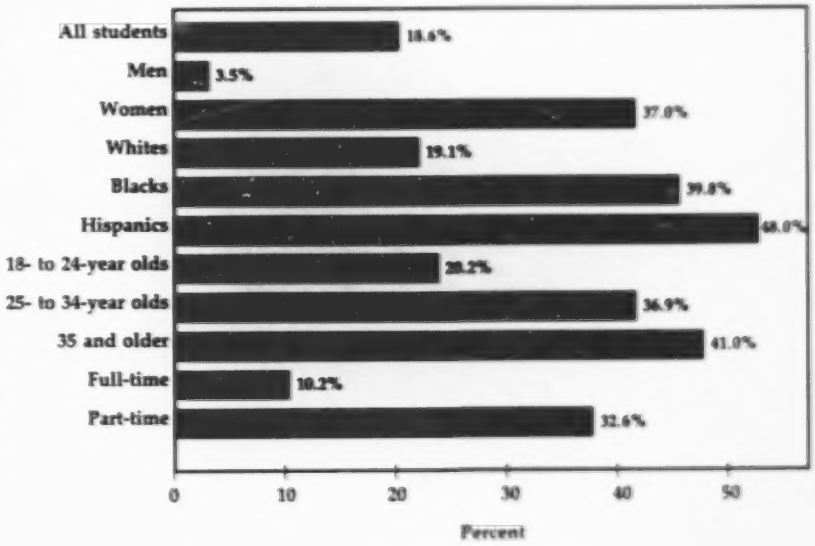

**Source:** American Council on Education and University of California, Los Angeles, "The American Freshman: National Norms" for Fall 1975, 1980 and 1985.

## Enrollment of Nontraditional Students Increases

Between 1974 and 1984, the percentage of part-time students, minorities, and adults enrolled in higher education increased considerably. In addition, the enrollment of women in higher education increased at a rate nine times greater than that of men.

The following chart represents percentage increases among different categories of students.

**Sources:** Data by race and age are derived from U.S. Census Bureau, Series P-20, No. 404. All other statistics are from the fall enrollment surveys of the Department of Education's Center for Education Statistics.

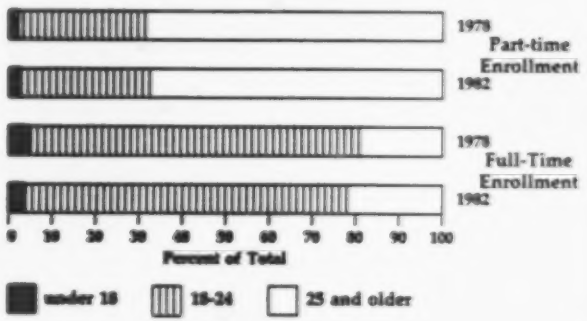


## Traditional-Age Students Still a Majority in Higher Education

Although the enrollment of older students has been increasing, the traditional-age student (18- to 24-year-olds) remains a mainstay of higher education.

- Traditional-age college students made up the majority of college enrollment in 1982 (62 percent). In 1978, 18- to 24-year-olds accounted for 63 percent of enrollments.
- In contrast, older students (25 years and older) accounted for 36 percent of college enrollments in 1982. In 1974, this age group represented 33 percent of enrollments.
- Between 1974 and 1982, the 18- to 24-year-old population decreased slightly (less than one percent); however, the college participation rates for this age group increased 2 percent during this period, from 25 percent to 27 percent.
- Students 18 to 24 years old still comprise the bulk of full-time enrollments; in 1982, this group represented 79 percent of full-time enrollment. Adult students represented only 18 percent of all full-time students.
- Between 1978 and 1982, the percentage of traditional-age students attending two-year public institutions increased slightly, from 55 percent to 58 percent.

### Attendance Status by Age

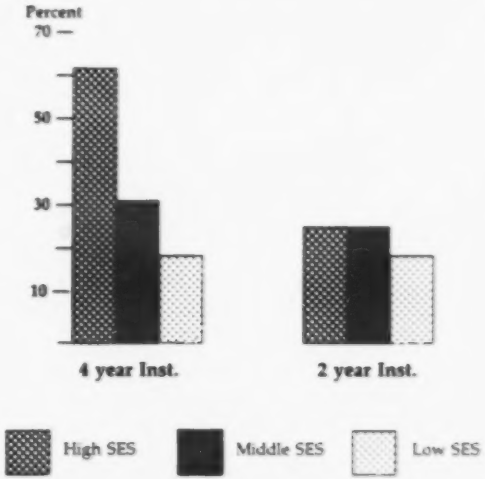



**Source:** Applied Systems Institute Inc., "The Age Composition of College Enrollment: 1974, 1978, and 1982."

## Two Years After High School

- The National Center for Education Statistics (NCES) has released the results of the first follow-up of the High School and Beyond survey of 1980 seniors. This report describes the activities in which these young people were engaged two years after high school.
- As of February 1982, 68 percent of all 1980 seniors had entered some form of postsecondary education.
  - —35 percent attended 4-year institutions,
  - —25 percent were enrolled in 2-year colleges, and
  - —8 percent had entered a vocational or technical institution.
- Eighty-four percent of those who entered postsecondary education did so immediately.
- Four-year college entry rates varied by socioeconomic status (SES): 61 percent of students of high SES entered 4-year institutions while 31 percent of the middle SES and 19 percent of those of low SES did so.
- Young women were more likely to be engaged in postsecondary education than their male counterparts (66 percent vs. 59 percent).
- Asian Americans participated in postsecondary education at a greater rate than any other racial group; as of February 1982, 86 percent had entered postsecondary institutions. The percentage of other 1980 seniors enrolled in postsecondary education by race and ethnicity were:
  - —Whites, 64 percent,
  - —blacks, 60 percent,
  - —American Indians, 53 percent, and
  - —Hispanics, 52 percent.
- The overwhelming majority (86 percent) of students who entered postsecondary institutions had studied an academic program while in high school.
- The most popular field of study for those who entered college was business (27 percent).
- Engineering was the next most popular field of study for those who attended postsecondary institutions (10 percent).
  - —Men were more likely to study engineering than women (18 percent vs. 3 percent).

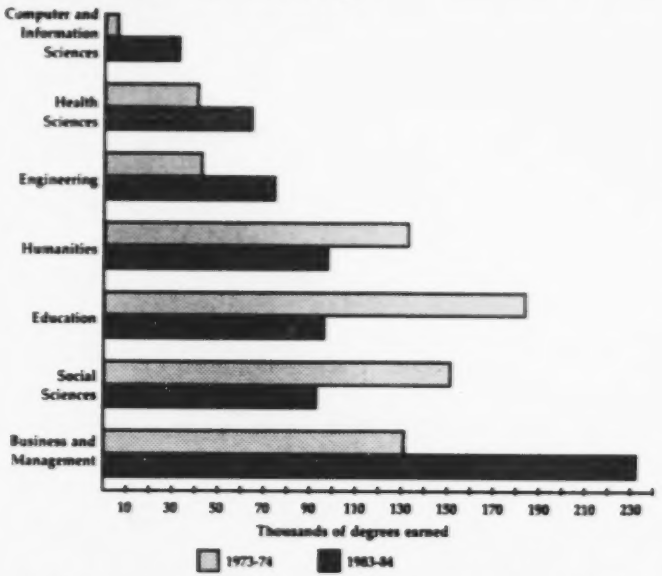
### Percent of 1980 Seniors Who Entered 2- and 4-year Institutions, by Socioeconomic Status




**Source:** NCES, *Two Years After High School: A Capsule Description of 1980 Seniors*. This table includes only those 1980 seniors who had entered postsecondary education as of February, 1982.

## Number of 'Career' Degrees Rises Dramatically

- In 1983-84, 986,345 bachelor's degrees were awarded. The number of degrees awarded has not changed much over the last decade. The 1983-84 total represents a 4 percent increase over the 1973-74 figure.
- The number of bachelor's degrees earned in career-specific fields increased between 1973-74 and 1983-84; while in general fields such as the social sciences, there was a significant decline. Although the number of degrees awarded in business and management increased 36 percent between 1978-79 and 1983-84, during academic year 1982-83, the growth in bachelor's degrees in this field slowed somewhat, with only a 3 percent increase.
- There was tremendous growth in the number of degrees awarded in the computer and information sciences, from 4,756 degrees earned in these fields in 1973-74 to 32,435 in 1983-84. Between 1982-83 and 1983-84, the number of degrees awarded in computer and information sciences increased 32 percent.
- Fewer degrees are being earned in the social sciences. Between 1978-79 and 1983-84, the number of bachelor's degrees earned in these fields declined 13 percent.
- There was a slight increase in the number of humanities degrees awarded between 1982-83 and 1983-84, from 97,404 to 98,520.




- Bachelor's degrees awarded in education have been declining steadily; during the decade between 1973-74 and 1983-84, the number of degrees awarded in this field declined by 49 percent. Between 1978-79 and 1983-84, the number of bachelor's degrees awarded in education decreased 25 percent.

**Sources:** American Council on Education, Division of Policy Analysis and Research, special analysis of the 1983-84 earned degree data tape; U. S. Department of Education, Center for Education Statistics, unpublished data.

## Foreign Students are Earning More Doctorates

- Foreign students are earning an increasing number of doctorates from U.S. universities. Between 1974 and 1984, the number of U.S. doctorates awarded to non-U.S. citizens increased by nearly 14 percent; doctorates awarded to U.S. citizens decreased by 11 percent.

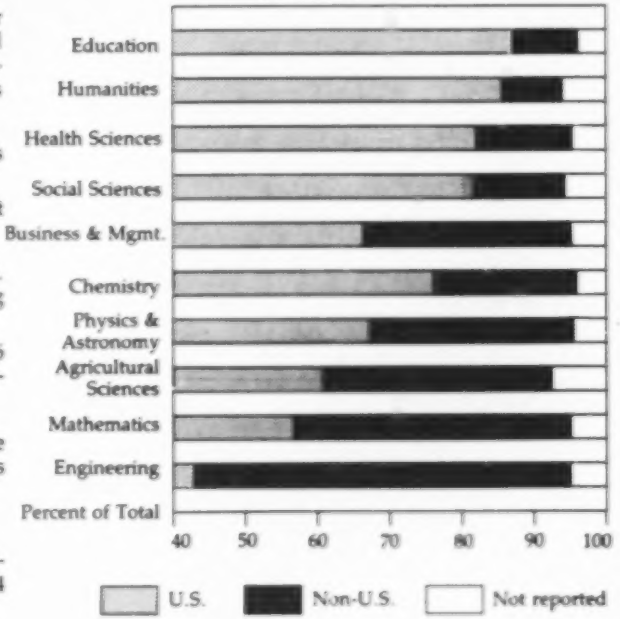
- In 1984, nearly 20 percent of the doctoral recipients were non-U.S. citizens (6,033 out of 31,253).
  - —In 1973, non-U.S. citizens represented 16 percent of all Ph.D's (5,300 out of 33,000).

- The proportion of doctorates awarded to non-U.S. citizens in 1984 was highest in the fields of engineering (54 percent) and mathematics (37 percent).
  - —In 1979, foreign doctorate recipients earned 46 percent of all engineering doctorates and 26 percent of mathematics doctorates.

- In 1984, non-U.S. citizens earned three times more doctorate degrees than did U.S. minorities (6,033 versus 1,994).

**Source:** National Research Council, "Doctorate Recipients from United States Universities," 1974 and 1984 Summary Reports.

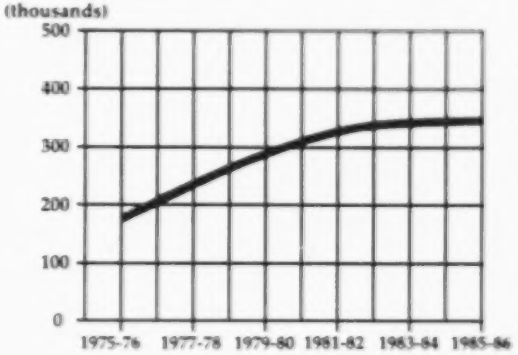
## Citizenship of Doctorate Recipients by Field, 1984



## Foreign Student Enrollment Increases Ten Percent

- As of academic year 1985-86, there were 343,777 foreign students enrolled in U.S. colleges and universities. This represents 3 percent of total U.S. enrollment. In the last five years, foreign student enrollment has increased 10 percent.
- In 1985-86, 59 percent of foreign students were undergraduates and 41 percent studied at the graduate level.
- The majority of foreign students (46 percent) were from South and East Asia, especially Taiwan, Malaysia, Korea, India, and Japan. The next most represented area was the Middle East (15 percent).
- Taiwan sent the most students to the United States, accounting for 7 percent of foreign students. Between 1980-81 and 1985-86, the number of students from Taiwan increased 22 percent.
- The majority of foreign students majored in four fields of study: engineering (22 percent); business and management (19 percent); mathematics and computer sciences (10 percent); and physical and life sciences (8 percent).
- The overwhelming majority of foreign students (88 percent) were enrolled in four-year institutions.
- In 1985-86, two-thirds of all foreign students relied on family and personal resources for their chief support.

### Foreign Students Enrolled in U.S. Institutions, 1975-76 to 1985-86

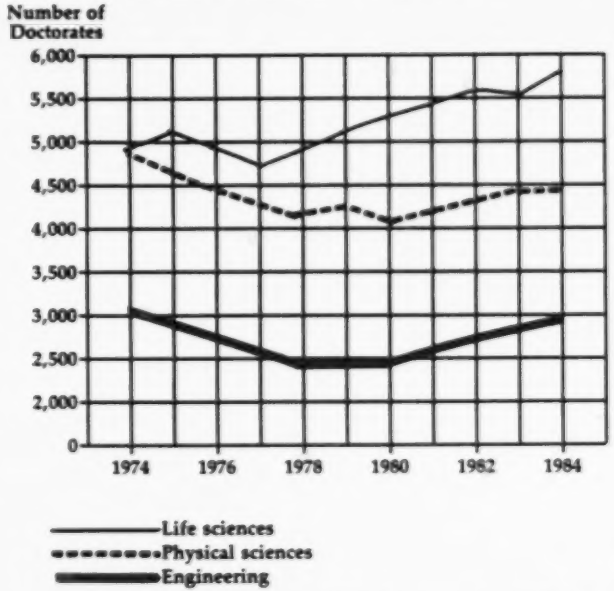



**Source:** Institute for International Education, "Open Doors: 1985-86, Report on International Education Exchange."

## Nearly Half of 1984 Doctorates Awarded in Sciences

- In 1984, U.S. colleges and universities awarded 31,253 doctorates; 42 percent (13,113) were in the sciences.
- Of all science Ph.D.s awarded that year, 5,745 were in the life sciences; 4,453 were in the physical sciences; and 2,915 were in engineering.
- Men earned 80 percent of the Ph.D.s in the sciences, while women earned 20 percent.
- Overall, degrees in the sciences increased 10 percent between 1979 and 1984, from 11,868 to 13,113. However, there were differences by field. In the physical sciences, the number of mathematics doctorates declined by 9 percent. Doctorates granted in chemistry increased 13 percent.
- Almost two-thirds of the degrees awarded in the physical sciences (64 percent) were in the areas of chemistry, physics, and astronomy.
- During the decade between 1974 and 1984, the number of Ph.D.s awarded in engineering declined 7 percent. However, between 1979 and 1984, doctorates in this field increased 17 percent.
- In 1984, more than half of all engineering degrees were awarded to non-U.S. citizens (53 percent), compared to 40 percent ten years earlier. Twenty-seven percent of Ph.D.s in the physical sciences were awarded to foreign citizens, as were 18 percent in the life sciences.

## Science Doctorates, 1974-84



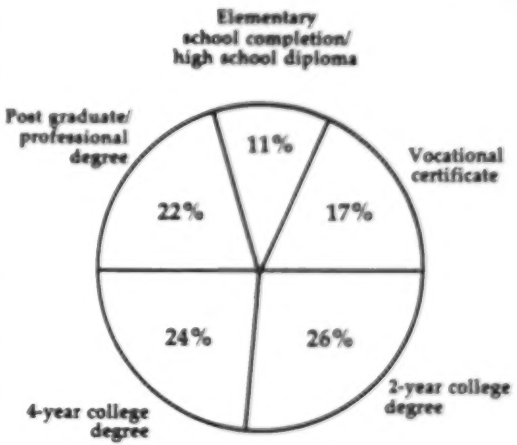

**Source:** National Research Council, *Summary Report, Doctorate Recipients from United States Universities,* selected years.

## Fourteen Percent of Adults Enroll in Adult Ed

- In 1984, 23.3 million people participated in more than 43 million adult education courses. Fourteen percent of the adult population were enrolled in adult education courses.*
- Thirty-four percent of adult education courses were provided by colleges or universities, while business and industry provided 17 percent of the courses.
- More than half of adult education participants (55 percent) were women.
- More white adults than black or Hispanic adults took adult education courses. Fifteen percent of the white population were enrolled in adult education courses, as were 8 percent of both the black and Hispanic populations.
- More than 20 percent of participants in adult education were taking business courses; 15 percent took engineering courses.
- In 1984, 45 percent of those enrolled in adult education courses had incomes over $30,000.
- The majority of adult education participants (64 percent) took courses for job-related reasons.
- Seventy-two percent of those enrolled in adult education took courses to complete a higher education degree.

*Adult education is defined here as any courses or educational activity taken part-time and reported as adult education by individuals aged 17 and over.

## Education Goals of Adult Education Participants, 1984




**Source:** U.S. Department of Education, Center for Education Statistics, "Participation in Adult Education, May 1984."

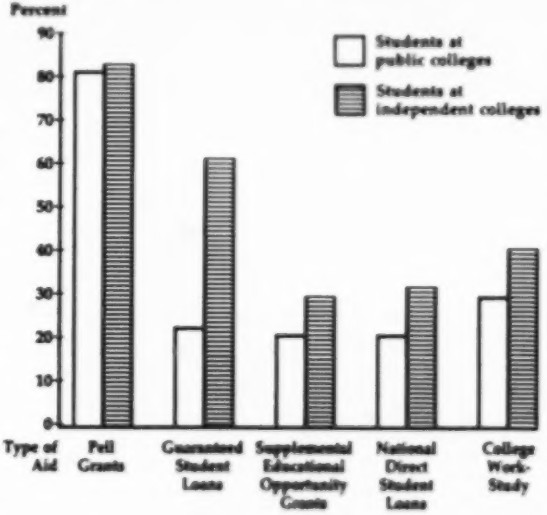
# STUDENT FINANCIAL AID

## Low-Income Students and Federal Student Aid

*The following information concerns only undergraduate students who are dependent on their families for financial support and are attending public and independent colleges and universities. Low-income students are defined as those whose family incomes are less than $15,000.*

- In 1983-84, Pell Grants were the most common form of financial aid received by low-income students. The majority of low-income aid recipients at both public and independent institutions received Pell Grants (83 percent and 85 percent, respectively).
- Only 14 percent of all low-income students who rely on their parents for financial support received the maximum Pell Grant ($1,800) in 1983-84.
- In 1983-84, the average Pell Grant received by low-income students was about $1,450 for students attending independent colleges and about $1,150 for public college students.
- More low-income students, especially those at independent colleges, are using Guaranteed Student Loans (GSL) than ever before. In 1981-82, 45 percent of aid recipients at independent colleges whose family incomes were below $6,000 obtained a GSL; in 1983-84 that figure rose to 55 percent, according to the National Institute of Independent Colleges and Universities. The average GSL for low-income students is over $2,000, close to the $2,500 maximum for undergraduates.
- Over four-fifths of the low-income aid recipients at public and independent schools receive more than one form of federal student assistance.

## Proportion of Low-Income Aid Recipients Receiving Federal Aid (1983-84)




Source: Scott Miller and Holly Hexter, "How Low-Income Families Pay for College," Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington, DC 20036. Cost: $5 for ACE members, $8 for nonmembers (prepaid).

## *Purchasing Power of Pell Grants Declines*

Pell Grants, the major program of federal financial assistance for needy undergraduate students, have covered a declining proportion of students' college costs over the last few years.

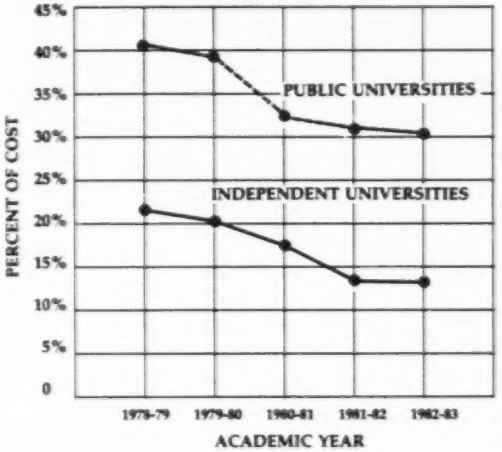
- In 1982-83, the average Pell Grant was $1,023, an 11 percent increase over the 1978-79 average of $921. The maximum Pell Grant—available to the neediest students as determined by strict eligibility criteria—was $1,800 in 1982-83, a 13 percent rise over the 1978-79 limit.
- In contrast, inflation rose 57 percent during these years as measured by the Consumer Price Index (CPI).

As a result, needy students today are able to meet a smaller proportion of their college costs with Pell Grants than in 1978-79.

- At independent universities, the average Pell Grant covered some 14 percent of total costs in 1982-83, about two-thirds of what it covered in 1978-79.
- At public universities, Pell Grants met about 30 percent of costs in 1982-83, one-third less than in 1978-79.
- The maximum Pell Grant ($1,800) combined with the maximum Guaranteed Student Loan ($2,500) met less than half the cost of attending an independent university in 1982-83.

**NOTE: Congress recently raised the Pell Grant ceiling to $2,300 for 1987-88.**

### Average Pell Grants as a Percent of Costs[1]




[1]Cost of attendance includes tuition, fees, room, and board.

**Source:** U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 1982-83;* and Pell Grant Division, unpublished tables.

## Loans Make Up Half of Student Aid

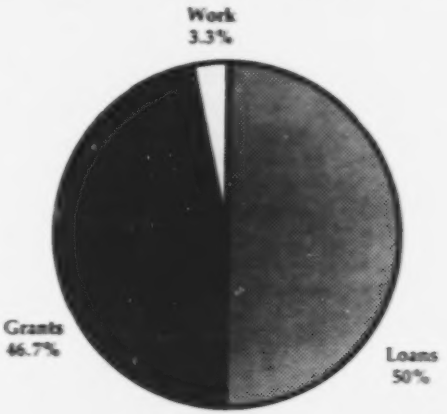
An estimated $21 billion was awarded to students for financial assistance in academic year 1985-86. This amount included:

- $3.7 billion in Pell grants;
- $9.4 billion in loans awarded under the Guaranteed Student Loan (GSL) and Parent Loans for Undergraduate Students (PLUS) programs, including $8.8 billion awarded under the GSL program and $589 million under PLUS;
- $3.1 billion in other federal programs, including $746 million in veterans benefits;
- $1.4 billion in state aid; and
- $3.4 billion in aid awarded by institutions.

There is an increasing reliance on loans. In 1985-86, half of all financial aid awarded was in the form of loans, while grants represented 47 percent of all aid, and work-study wages made up 3 percent.

- According to the College Board (based on constant 1982 dollars), in 1980-81 loans comprised 41 percent of all aid awarded; by 1983-84 loans represented 48 percent of all aid awarded.
- In 1985-86, the average estimated aid amount per recipient under the GSL and PLUS programs (based on constant 1982 dollars) was $2,044 and $2,399, respectively.

### Sources of Aid: 1985-86




**Source:** Washington Office of the College Board, "Update Trends in Student Aid: 1980 to 1986," pp. 5-6, 9.

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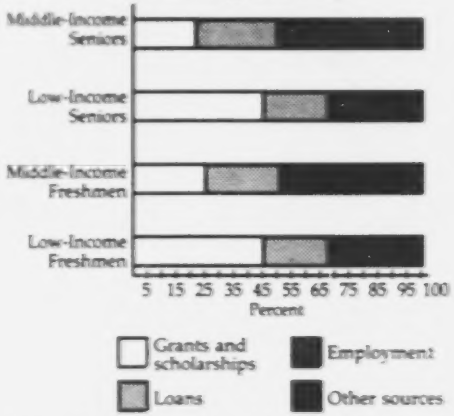
## Nearly Half of Full-Time Undergraduates Receive Aid

- In academic year 1984-85, almost half (47 percent) of full-time undergraduates received some form of student financial aid administered by their institutions (excluding Guaranteed Student Loans).
- In 1984, 39 percent of full-time dependent undergraduates were from families with incomes under $15,000. Eighty-eight percent of independent students had family incomes under $15,000.
- Grants and scholarships comprised 47 percent of the typical aid package for low-income freshmen; loans made up 21 percent; and employment and other resources made up 16 percent each of the package.
- Institutions estimate that in 1984-85 a student borrower graduating from a four-year institution had an accumulated debt between $7,000 and $8,000.
- Debt for a typical borrower graduating from a two-year institution ranged from $3,600 for low-income students to $4,000 for middle-income students.
- In 1984-85, almost half (49 percent) of the student aid funds were provided by the federal government.

## Composition of Student Aid Packages, 1984




Source: "Student Financial Aid to Full-Time Undergraduates, Fall 1984," Charles J. Andersen. For copies of the report write to: Higher Education Panel, ACE, One Dupont Circle, Washington, DC 20036.

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